

DOCUMENT RESUME

ED 391 544

JC 960 060

TITLE The Graduate Survey, 1992-93.
INSTITUTION Saint Petersburg Junior Coll., FL. Office of Institutional Research.
PUB DATE [95]
NOTE 56p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Graduates; Community Colleges; Education Work Relationship; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Predictor Variables; Program Effectiveness; Program Evaluation; Salaries; Student Characteristics; Student Educational Objectives; Student Personnel Services; *Success; Two Year Colleges; Vocational Followup
IDENTIFIERS *Saint Petersburg Junior College FL

ABSTRACT

In 1994, St. Petersburg Junior College (SPJC), in Florida, conducted a survey to determine the level of satisfaction with programs and services among graduates from 1992-93, the extent that graduates achieved their goals, and factors affecting goal achievement. Telephone and mail surveys resulted in responses from 1,358 of the 2,595 1992-93 graduates. An analysis of responses revealed the following: (1) 85.7% of the graduates felt that their overall experience at SPJC was very valuable or somewhat valuable, and 83.4% were very or somewhat satisfied with programs and services; (2) over 92% of the respondents indicated that they had achieved their goal; (3) of the 66% of graduates attending a four-year college, 94% had associate of arts (AA) degrees and 55% reported enrolling in the same major as at SPJC; (4) 79% of the graduates reported that they were employed, with 92.1% of associate of science (AS) and 75.1% of AA graduates indicating that they worked; (5) AS graduates employed full-time had higher income earnings than AA graduates, with annual salaries averaging over \$30,000; (6) 92.7% of the AS graduates were working in their preferred field; and (7) while graduates with higher grade point averages had higher rates of goal achievement, no student demographic characteristics were found to be related to achievement. The survey instrument, response rates by program, and student comments are appended. (TGI)

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The Graduate Survey 1992-93

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**St. Petersburg Junior College
Institutional Research - DO**

Report on the Survey of 1992-93 Graduates of St. Petersburg Junior College

Executive Summary

St. Petersburg Junior College (SPJC) has been working for several years to identify core effectiveness measures related to the College's mission, and to develop indicators to assess the improvement of the quality and efficiency of its management, instruction, and services. The effectiveness indicators developed by SPJC include all five statewide accountability measures along with other college-specific indicators used for institutional management. This 1992-93 Graduate Survey was undertaken to obtain data about one key indicator -- graduate satisfaction with programs and services at SPJC. The survey was created to assess whether the 1992-93 graduates achieved their goals, and what factors effect that achievement. There was also an interest in assessing the extent to which limited enrollment programs within the State University System kept our graduates from attending their first choice college and from studying their first choice major.

During 1992-93, 1858 A.A. and 737 A.S. (2595 in sum) students graduated from SPJC. In May and June of 1994, the Office of Institutional Research (IR) conducted extensive telephone surveys asking the College's graduates about their post-SPJC activities, and the extent to which the College assisted them in reaching their goals. During July of 1994, the IR conducted a follow-up mail survey of all 1992-93 graduates who were not reached by phone.

One thousand three hundred fifty-eight (1,358) graduates responded to the survey as follows: 1116 by phone and 242 by mail. One thousand eighteen (1018) of the respondents are A.A. graduates and 340 are A.S. The survey response rate was 53.0% (54.8% A.A. degree graduates; 46.1% A.S. degree graduates).

A comparison of the respondents to the 1992-93 graduates, and to other graduates of prior years, showed that the respondents of the survey were typical of their graduating class and of other SPJC graduating classes for ethnicity, gender, age and program of study. Thus, the results from this study may be used to generalize about other recent graduating classes.

The major findings of the study were:

- Over 85% of the graduates felt their overall SPJC experience was very valuable or somewhat valuable. Over 83% of the graduates were very satisfied or somewhat satisfied with SPJC's programs and services.
- In terms of primary goals after graduation, approximately 71% of the graduates planned to go to college and approximately 28% planned to go to work. Over 92% achieved their

primary goal. About 93% of the A.A. degree graduates planned to enroll in a four-year college; almost 96% of the A.S. degree graduates planned to work.

- Of the 66% of the graduates attending a four-year college, 94% were A.A. graduates, 80% were attending one of the nine Florida universities, and 55% reported they were enrolled in the same major as they studied at SPJC.

- A.A. graduates showed no strong preference related to choosing a college or major first following graduation from SPJC, with 51% choosing a major first and 49% choosing a college first. The location of the college appears to be the most predominant consideration when choosing a four-year institution (44%) and nearly 3 in 10 (29%) reported attending a four-year institution that was not their preferred choice.

- With respect to choice of major, 28% indicated that they are not studying what had been their preferred major. "Personal preferences" was the most often cited reason for not studying in the first choice field, with only 7.8% of A.A. graduates responding that they had not enrolled in their first choice major because of limitations in enrollment in their preferred programs.

- With respect to employment, 79% of the graduates reported they were employed. This varied by degree. A.S. graduates (92%) were more likely to be employed than A.A. graduates (75%). A.A. graduates who chose to work rather than attend a four-year institution reported the decision generally was money-related, with 47.9% stating financial situation and 10.3% stating family obligations.

- A.S. graduates employed full-time had higher income earnings than A.A. graduates with annual salaries averaging over \$30,000. The three highest income earning programs were Dental Hygiene, Physical Therapy Assistant, and Nursing; the three lowest with average salaries under \$20,000 were Interior Design Technology, Veterinary Technology and Office Systems Technology.

- Employment in-field was reported by almost 93% of the A.S. graduates. Most A.S. graduates remain in the Tampa Bay area, with 74% reporting they were employed in Pinellas County and 12% reporting they were employed in Hillsborough County.

- In response to an open-end question soliciting suggestions for improvement, students most often cited: 1) the need for better information about transferring and better counseling, and, 2) more challenging classes and (in the health fields) more clinical experiences. Many students made it a point to make specific comments about their happiness with the SPJC experience.

The fact that more than 90% of the graduates achieved their primary goal and that no demographic student characteristics affected goal achievement suggests that SPJC has a positive

impact on its graduates. The College appears to be providing the assistance needed by students to enable them to reach their goals. The A.A. degree is designed to prepare students for transfer to a four-year institution. The majority of the College's A.A. degree students do transfer to an upper level institution (94%) and remain in Florida (80%). Most are attending their first choice college and are enrolled in their first choice major. Limited enrollment programs at the Florida public universities seem to have minimal effect on enrollment in the preferred major, while "personal preferences" is the most compelling reason for change to a different major. The A.S. degree is designed to prepare students for employment.

The majority (93%) of A.S. graduates reported they were employed in-field and remained in the Tampa Bay area (86%). These percentages suggest that SPJC's vocational programs are providing the needed training for students to obtain employment while meeting the job availability needs of the geographical area.

Many valuable insights were achieved by questioning SPJC graduates. In order to continue to learn about student opinion regarding their SPJC experience, a less expensive, less comprehensive mail survey should become a regular study conducted by the College to monitor satisfaction and progress in meeting its effectiveness measures.

SURVEY REPORT

1. Introduction

St. Petersburg Junior College (SPJC) has been working for several years to identify core effectiveness measures related to the College's mission, and to develop indicators to assess the improvement of the quality and efficiency of its management, instruction, and services. The impetus has been two-fold. First, the 1991 Florida Legislature mandated that the State Community College System develop accountability measures to evaluate its effectiveness and to provide a framework to judge on-going improvement. Second, the Southern Association of Colleges and Schools (SACS) requires, as part of its accreditation procedure, that institutions develop an on-going planning and evaluation system down to the program level.

The effectiveness indicators developed by SPJC include all five statewide accountability measures in addition to other college-specific indicators used for institutional management. This 1992-93 Graduate Survey was undertaken to obtain data about one key indicator -- graduate satisfaction with programs and services at SPJC. The survey was created to assess whether the 1992-93 graduates achieved their goals, and what factors affected that achievement. There was also an interest in assessing the extent to which limited enrollment programs within the State University System kept our graduates from attending their first choice college and from studying their first choice major.

During 1992-93, 1858 A.A. and 737 A.S. (2595 in sum) students graduated from SPJC. In May and June of 1994, the Office of Institutional Research conducted an extensive telephone survey asking the College's graduates about their post-SPJC activities, and the extent to which the College assisted them in reaching their goals. During July of 1994, the Office of Institutional Research conducted a follow-up mail survey of all 1992-93 graduates who were not reached by phone. Appendix A contains a copy of each version of the survey.

One thousand three hundred fifty-eight (1,358) graduates responded to the survey as follows: 1116 by phone and 242 by mail. In addition, 34 were unreachable by mail (return to sender). One thousand eighteen (1018) of the respondents are A.A. graduates and 340 are A.S. graduates. Table 1 contains the number responses by A.A., A.S., and total graduates. For a listing of response rates by program, see Appendix B.

Table 1. Responses by Telephone, Mail, and Degree

	A.A.	A.S.	Total
No. of Graduates	1858	737	2595
Phone responses	866	250	1116
Mail responses	152	90	242
Total responses	1018	340	1358
Unreachable			34
Response rate	54.8%	46.1%	53.0%

The survey consisted of five parts. All graduates completed the first part of the survey that contained general questions pertaining to the graduates' initial plans after graduation, whether these plans changed, satisfaction with programs and services at SPJC, and the value of their SPJC experience overall. Based on the respondents' current activities, they were referred to one of the other parts of the survey that asked questions either about college attendance, work, military service, or other occupation.

The last question on the survey was open-ended, soliciting comments and suggestions about the respondents' SPJC experience. These comments have been categorized and listed in Appendix C.

This report first examines whether the respondents of the survey are typical of their class (Section 2). If the respondents are typical of their class, the responses from the survey may be used to generalize about the entire 1992-93 graduating class. In the third and fourth sections, the report examines graduates' career plans, whether they achieved those plans and demographic factors that may have affected the achievement of their goals.

Sections 5, 6, 7, and 8 examine the specific activities of the graduates: college enrollment, work, military service, or other occupations, respectively. Section 9 of this report examines graduates' evaluation of their SPJC education, and their level of satisfaction with SPJC's programs and services. Section 10 discusses the graduates' responses to the open-ended question that solicited suggestions for changing SPJC's academic programs or student services to better prepare students for additional studies, work, or military service. The final section contains conclusions and recommendations based on an analysis of the data.

2. Demographic Factors

To minimize the length of the survey, demographic information about the graduates was acquired from the SPJC student record system. Demographic data include: ethnicity, gender, date of birth, major and GPA at SPJC, home campus, college preparatory subjects studied, year of high school graduation, first semester enrolled at SPJC, total number of semesters spent at SPJC, and semester of graduation from SPJC.

Table 2 compares the 1992-93 graduates to the survey respondents by age, gender, ethnicity, SPJC GPA and the number of semesters spent completing their Associate degree. The respondents were predominately white (93.0%), female (60.7%), and averaged 29-30 years of age. The respondents' mean SPJC-GPA was 3.1; they spent an average of 10.4 semesters completing their degree. On average, A.A. respondents completed their degrees in 9.6 semesters while A.S. respondents completed their degrees in 12.6 semesters. The respondents appear to be typical of their class; therefore, the results of the survey may be used to generalize about the class as a whole.

The 92-93 graduates were similar to the 90-91, 91-92, and 93-94 graduates for ethnicity, gender, age, and program of study. Subsequently, these results may also be used to generalize about other recent graduates.

Table 2. Demographics of the Graduates and the Respondents

	1992-93 Graduates			Survey Respondents		
	A.A.	A.S.	Total	A.A.	A.S.	Total
No. of Graduates	1858	737	2595	1018	340	1358
Avg. Current Age	27.5	34.3	29.4	27.8	35.7	29.7
Gender						
Female	54.3%	75.5%	60.4%	54.8%	78.2%	60.7%
Male	45.7%	24.5%	39.6%	45.2%	22.0%	39.3%
Ethnicity						
White	92.9%	88.6%	91.7%	93.1%	92.4%	93.0%
Hispanic	1.8%	1.8%	1.8%	2.0%	0.6%	1.6%
Indian	0.4%	1.0%	0.6%	0.2%	1.8%	0.6%
Black	3.0%	5.6%	3.8%	3.2%	4.1%	3.4%
Asian	1.8%	3.1%	2.2%	1.6%	1.2%	1.5%
Avg. SPJC GPA	3.1	3.2	3.1	3.1	3.3	3.1
Avg. No. of Semesters	9.6	12.4	10.4	9.6	12.6	10.4

3. Career Plans and Current Activities

In the first part of the survey, all graduates were asked to recall their career plans when they entered. They were also asked several questions pertaining to their career plans after graduating from the College. In particular, they were asked what their plans were when they first enrolled at SPJC, whether those plans changed, and if so, how. From this information, we identified an exit plan for each graduate and determined whether the graduates had achieved their plans.

The majority of the 1992-93 graduates (71.1%) planned to attend college after completing their degrees at SPJC (See Table 3). In addition, 28.4% planned to work, and 0.5% planned to enter the military. In actuality, 65.5% enrolled in college, 79.4% worked (at least part-time), and 0.4% enlisted in the military. These numbers total over 100% as some graduates were involved in more than one activity. Note that 92.5% of the respondents achieved their exit plans.

Table 3. Exit Plans of 1992-93 Graduate Respondents

	A.A.		A.S.		Total	
	Count	Percent	Count	Percent	Count	Percent
Exit Plan*						
4 year College	865	89.7%	40	12.9%	905	71.1%
Work	94	9.8%	268	86.7%	362	28.4%
Military Service	5	0.5%	1	0.3%	6	0.5%
Exit Plan Total	964	100%	309	100%	1273	100%
Achieved Exit Plan**						
4 year College	805	93.1%	23	57.5%	828	91.5%
Work	90	95.7%	254	94.8%	344	95.0%
Military	5	100%	1	100%	6	100%
Achieved Plan Total	900	93.4%	278	90.0%	1178	92.5%

* The percentage of respondents in each degree.

** The percentage of those whose exit plan identified the particular activity.

Further resolution of the respondents' primary activities (totaling 100%) was as follows:

- 9.3% were involved in both full-time work and full-time college
- 10.3% were involved in both college and work (neither full-time)
- 37.1% were primarily enrolled in college (this includes part-time work)
- 40.2% were primarily employed (this includes part-time college)
- 0.4% were in the military services
- 2.7% were pursuing something other than work, college studies, or military service.

Table 4 shows the activities in which the respondents were involved by type of degree earned and in total.

Associate in Arts Degree Respondents

As expected, the majority of A.A. respondents (865 or 89.7%) planned to attend a four-year college or university after graduating from SPJC. Of this majority, 805 or 93.1% have been successful in reaching their goal of continuing their education. In addition, of the 94 or 9.8% of the A.A. respondents who intended to seek employment after completing their degree, 95.7% are successfully employed. All A.A. respondents who planned to pursue a military position after completing their degree (5 or 0.5%) enlisted in the military service.

Associate in Science Degree Respondents

The majority of A.S. respondents (268 or 86.7%) planned to work after completing their degree at SPJC; 254 or 94.8% of those who planned to work succeeded in securing a job. Of the A.S. respondents who planned to attend a four year college or university after completing their studies, 57.5% successfully enrolled in college. The one A.S. Graduate who intended to enlist in the military successfully enlisted in military service.

Table 4. Activities of Respondents

	College								No College		TOTAL		
	Full-Time		Part-Time		Unknown		Subtotal		Count	%	Count	%	
	Count	%	Count	%	Count	%	Count	%					
Work	A.A. Respondents												
	Full-time	122	12.0%	110	10.8%	45	4.4%	277	27.2%	132	13.0%	409	40.2%
	Part-time	261	25.6%	27	2.7%	41	4.0%	329	32.3%	25	2.5%	354	34.8%
	Unknown	-	-	-	-	1	0.1%	1	0.1%	1	0.1%	2	0.2%
	Work Subtotal	383	37.6%	137	13.5%	87	8.5%	607	59.6%	158	15.5%	765	75.1%
	Military	-	-	-	-	-	-	-	-	5	0.5%	5	0.5%
No Work	187	18.4%	16	1.6%	26	2.6%	229	22.5%	19	1.9%	248	24.4%	
No Military													
A.A. TOTAL	570	56.0%	153	15.0%	113	11.1%	836	82.1%	182	17.9%	1018	100%	
Work	A.S. Respondents												
	Full-time	4	1.2%	9	2.6%	19	5.6%	32	9.4%	237	69.7%	269	79.1%
	Part-time	6	1.8%	4	1.2%	3	0.9%	13	3.8%	31	9.1%	44	12.9%
	Work Subtotal	10	2.9%	13	3.8%	22	6.5%	45	13.2%	268	78.8%	313	92.1%
	Military	-	-	-	-	-	-	-	-	1	0.3%	1	0.3%
	No Work	7	2.1%	1	0.3%	-	-	8	2.4%	18	5.3%	26	7.7%
No Military													
A.S. TOTAL	17	5.0%	14	4.1%	22	6.5%	53	15.6%	287	84.4%	340	100%	
Work	All Respondents												
	Full-time	126	9.3%	119	8.8%	64	4.7%	309	22.8%	369	27.2%	678	49.9%
	Part-time	267	19.7%	31	2.3%	44	3.2%	342	25.2%	56	4.1%	398	29.3%
	Unknown	-	-	-	-	1	0.1%	1	0.1%	1	0.1%	2	0.1%
	Work Subtotal	393	28.9%	150	11.0%	109	8.0%	652	48.0%	426	31.4%	1078	79.4%
	Military	-	-	-	-	-	-	-	-	6	0.4%	6	0.4%
No Work	194	14.3%	17	1.3%	26	1.9%	237	17.5%	37	2.7%	274	20.2%	
No Military													
ALL TOTAL	587	43.2%	167	12.3%	135	9.9%	889	65.5%	469	34.5%	1358	100%	

4. Factors that Effect Goal Achievement

The question arises whether different segments of the population are more or less successful at achieving their goals. For example, are females less likely than males to achieve their goals? What impact does age, ethnicity or GPA have on goal achievement? What follows is an analysis of these issues. Table 5 lists the achievement rates by the demographic variables of gender, age, and SPJC grade point average.

Table 5. Percentage Achieving Goals

Factor	A.A.	A.S.	All
Gender			
Female	93.1%	89.8%	92.1%
Male	93.6%	90.8%	93.3%
Age Group			
20-24	95.8%	93.5%	95.6%
25-29	94.6%	86.7%	92.8%
30-34	91.0%	96.5%	93.2%
35-39	88.6%	94.8%	91.2%
40-49	87.5%	87.5%	87.5%
50-62	68.8%	73.9%	71.8%
SPJC GPA			
2-2.5	88.4%	93.8%	89.1%
2.6-3	93.6%	86.4%	92.1%
>3.0	94.2%	91.0%	93.3%

Ethnicity

There are too few minority respondents to draw any conclusions regarding ethnicity or attainment of goals.

Gender

Table 5 shows that there is no significant difference between males and females in the percentage of graduates reaching their goals.

Age

Table 5 shows that as age increases, the percentage of respondents achieving their goals decreases. This percentage drops from 95.6% of the 20-24 group to 71.8% of the 50-62 group.

GPA at SPJC

As was expected, the greater the graduate's GPA, the more likely he or she would be to achieve his or her goal. Although this trend is visible, it is nearly insignificant.

5. College Enrollment

Eight hundred eighty-nine (889) of the respondents indicated that they were enrolled in college: 587 were full-time students, 167 were part-time students, and 135 respondents did not specify full-time or part-time. As expected, the majority (94%) of the college enrollees were A.A. graduates.

Four-fifths (80.0%) of the respondents who were attending college enrolled in one of the nine Florida state universities. Most of SPJC's graduates who continued their education at a four-year college or university attended the University of South Florida. Other popular choices included Florida State University, the University of Florida, and the University of Central Florida. See Table 6 for a summary listing the types of colleges and universities attended by the respondents. Refer to Appendix D for a complete listing. Interestingly, the respondents were equally likely to be attending an in-state private college or university as they were to be attending an out-of-state private college or university.

Table 6. Summary of Institutions Attended by Respondents

Type of Institution	A.A.		A.S.		Total	
	Count	%	Count	%	Count	%
Total In-State Public 4+ Year	695	81.5%	13	40.6%	708	80.0%
Total In-State Public 2 Year	45	5.3%	12	37.5%	57	6.4%
In-State Private	42	4.9%	4	12.5%	46	5.2%
Out-of-State Public 4+ Year	19	2.2%	—	—	19	2.1%
Out-of-State Public 2 Year	4	0.5%	—	—	4	0.5%
Out-of-State Private	41	4.8%	3	9.4%	44	5.0%
Unrecognizable College Name	7	0.8%	—	—	7	0.8%
Total	853	100%	32	100%	885	100%

Type of Attendance

More than three-fourths (77.9%) of those graduates opting to attend college/university did enroll in full-time studies. This is particularly interesting when compared to attendance trends at SPJC. The largest portion of SPJC's student body is enrolled part-time. In the Fall of 1994, 73.3% of the students enrolled in credit courses were attending on a part-time basis. For a listing of full-time and part-time enrollment by A.A. and A.S. Degrees see Table 7.

Table 7. Percent Enrolled at University by SPJC

Enrollment of Graduates	A.A.		A.S.		Total	
	Count	%	Count	%	Count	%
Full-time	570	78.8%	17	54.8%	587	77.9%
Part-time	153	21.2%	14	45.2%	167	22.1%
Total	723	100%	31	100%	754	100%

Majors

Table 8 lists the majors chosen by A.A. and A.S. respondents. Note that these are groups of majors, sometimes encompassing an entire college at Florida's state universities. The most popular group of majors among both A.A. and A.S. respondents is Business. The Business group includes such majors as Accounting, Finance, Hospitality Management, Management Information Systems, Marketing, Real Estate, etc. Other popular groups of majors are Education, Natural Sciences, and Health or Medical related fields.

Fifty-five percent of the A.A. graduates report that they enrolled in the same major as they studied at St. Petersburg Junior College. This amounts to 443 A.A. graduates continuing in the same field of study. Only 31 A.S. graduates responded to the question about whether they are currently enrolled in the same major as they studied at SPJC; 18 or 58.1% responded positively. The total number of SPJC graduates remaining in the same field of study is 461.

Table 8. Majors by Category Chosen By Respondents

New Major	A.A.		A.S.		Total	
	Count	%	Count	%	Count	%
Business	221	28.5%	9	27.3%	230	28.4%
Computer Science	20	2.6%	1	3.0%	21	2.6%
Criminal Justice	35	4.5%	1	3.0%	36	4.4%
Education	125	16.1%	1	3.0%	126	15.6%
Engineering	41	5.3%	2	6.1%	43	5.3%
Film/TV/Recording	8	1.0%	-	-	8	1.0%
Fine Arts	26	3.4%	-	-	26	3.2%
Health/Medical Fields	77	9.9%	16	48.5%	93	11.5%
Human Sciences	16	2.1%	1	3.0%	17	2.1%
Humanities	42	5.4%	1	3.0%	43	5.3%
Journalism/Communications	30	3.9%	-	-	30	3.7%
Law	7	0.9%	-	-	7	0.9%
Liberal Arts/General	3	0.4%	-	-	3	0.4%
Natural Sciences	99	12.8%	-	-	99	12.2%
Social Work	15	1.9%	-	-	15	1.9%
Social Sciences	1	0.1%	1	3.0%	2	0.2%
Women's Studies	1	0.1%	-	-	1	0.1%
Other	9	1.2%	-	-	9	1.1%
Total	776	100%	33	100%	809	100%

Respondents who enrolled in a college or university after graduating from SPJC were asked to categorize their grade point average at their new institution. Refer to Table 9 for a listing of their new college GPA compared to their SPJC-GPA. Appendix F contains the resolution by A.A. and A.S. degree graduates. Table 9 shows that the majority of respondents had a grade point average of over 3.0 at SPJC and reported that their grade point average at their new college was also over 3.0.

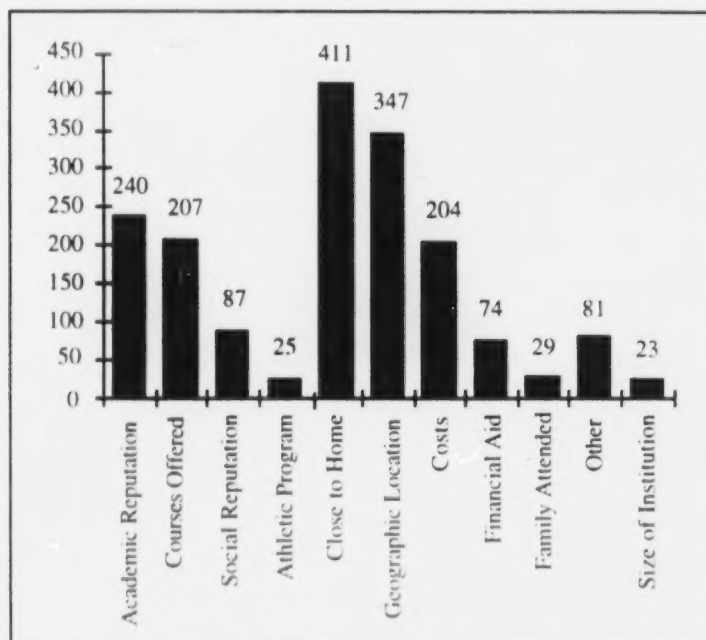
Table 9. A Comparison of Respondents SPJC-GPA to Their Current GPA

	SPJC Grade Point Average									
New GPA	<2.0		2.0-2.5		2.6-3.0		>3.0		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
<2.0	–	–	1	0.1%	3	0.4%	1	0.1%	5	0.6%
2.0-2.5	1	0.1%	30	3.6%	28	3.3%	14	1.7%	73	8.7%
2.6-3.0	–	–	36	4.3%	121	14.5%	80	9.6%	237	28.3%
>3.0	–	–	24	2.9%	112	13.4%	385	46.1%	521	62.3%
Total	1	0.1%	91	10.9%	264	31.6%	480	57.4%	836	100%

Questions asked of only A.A. Graduates

Along with the aforementioned items pertaining to college enrollment, the survey asked A.A. graduates, whose degrees are geared towards the continuation of college studies, several additional questions. These questions were added to characterize issues pertaining to the decision-making process that students use when choosing a college and a major. In addition, the survey sought to determine the effects on our graduates of the limited enrollment programs in the State University System.

A.A. graduates were asked whether they chose a major or a college first when selecting a college to attend after SPJC. The respondents showed no strong preference with 50.8% choosing a major first and 49.2% choosing a college first. Chart 1 shows other factors A.A. graduates considered when choosing a college. The location of the college appears to be the most prevalent consideration. Costs and financial aid, academic reputation, and course offerings are, also, frequent considerations. Note that graduates may have stated more than one factor when answering this question on the survey.

Chart 1. Factors Considered When Choosing a College

Nearly 3 in 10 (29.4%) of the A.A. graduates were attending a college that was not their preferred choice. "Costs" and "geographic distance" were the most prevalent obstacles keeping our graduates from their first choice institution. See Chart 2 for a more detailed illustration of this issue.

The survey also questioned A.A. graduates about whether they are enrolled in their first choice major. Seventy-one and eight-tenths percent (71.8%) of the A.A. respondents indicated that they are studying what had been their preferred major compared to 28.2% who indicated they are not studying their preferred major. "Personal Preferences" was the most often cited reason for not studying their first choice field. This factor encompasses many issues ranging from "I changed my mind after taking a course in it" to "There are few jobs available in that field." At least eighteen (7.8%) A.A. graduates are not enrolled in their first choice major because of limitations in enrollment in their preferred programs. Chart 3 shows the factors keeping graduates from their first choice major.

Chart 2. Factors Keeping Graduates from Attending their First Choice College

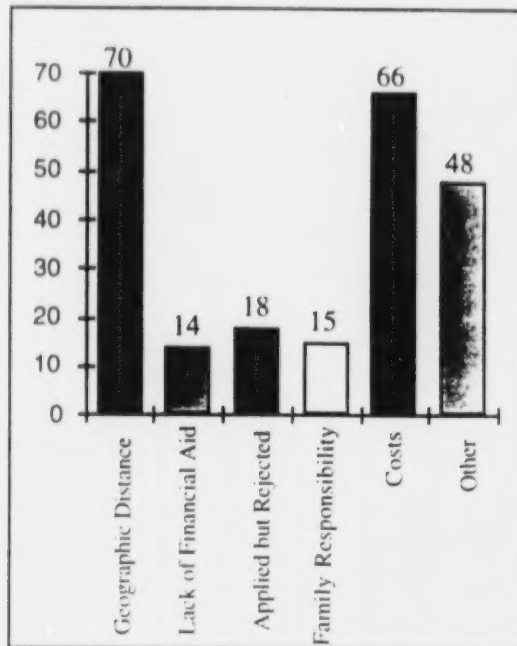
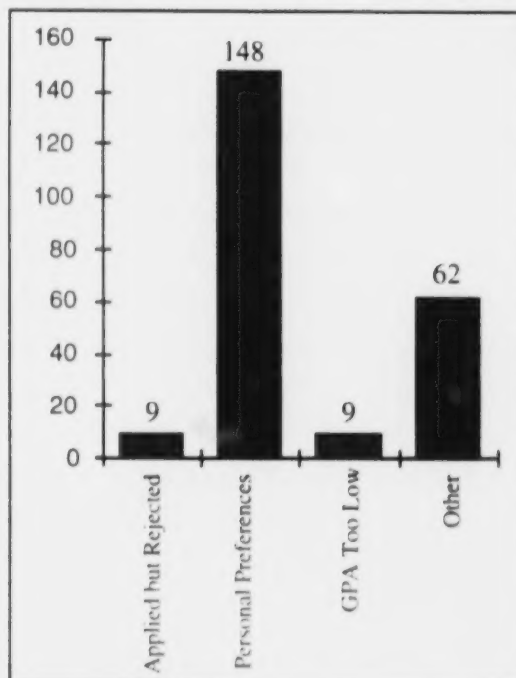


Chart 3. Factors Keeping Graduates from their First Choice Major



6. Employment

One thousand seventy-eight (1078) of the respondents are employed: 678 work full-time, 398 work part-time, and 2 did not specify either full-time or part-time work. Seven hundred sixty-five (765 or 75.1%) A.A. respondents and 313 (or 92.1%) A.S. respondents work.

In order to process salary information, salary intervals were established representing annual salary amounts. The salaries of those graduates who provided wage information were classified into the appropriated interval by degree received. For A.S. respondents employed full-time, the middle salary range was \$27,000 to \$30,000; for A.A. respondents employed full-time, the middle salary range was \$20,000 to \$22,500. The salary of SPJC's graduates earned varies by program. The three highest average income earning programs (from those programs with more than one respondent completing the corresponding question) were: Dental Hygiene (\$33,594), Physical Therapy Assistant (\$32,409), and Nursing (\$30,853); the three lowest income earning programs were Interior Design Technology (\$4,250), Veterinary Technology (\$15,600), and Office Systems Technology (\$16,600). Refer to Appendix G for the average salary for each A.S. program.

Because the A.A. degree is designed to prepare graduates for further study and not necessarily for employment, A.A. graduates were questioned about their reasons for choosing to work full-time rather than attend college. Nearly half of the A.A. respondents (47.9%) who decided to work instead of attending college did so because of their financial situation. An additional 10.3% of the respondents chose to work rather than attend college because of family obligations.

A.S. graduates were, also, singled out for questioning on issues related to their employment: whether they are working in the same field as they received their degree, and the county of their employer. The vast majority of A.S. respondents (92.7%) are employed in-field. Almost three-fourths (74.0%) of the employed A.S. respondents work in Pinellas County. Hillsborough County accounts for another 12.3% of the employed A.S. respondents. Table 10 lists the employment of A.S. respondents by county.

Table 10. A.S. Employment by County

County	Count	Percent
Charlotte	2	0.7%
Hernando	2	0.7%
Hillsborough	37	12.3%
Manatee	5	1.7%
Orange	4	1.3%
Pasco	12	4.0%
Pinellas	222	74.0%
Sarasota	6	2.0%
Other Florida	7	2.3%
Out-of-State	3	1.0%
Total	300	100.0%

7. Military Enlistment

Six (6) respondents enlisted in full-time military service: five (5) hold A.A. degrees and one (1) holds an A.S. Degree. Every respondent who planned to enter military service enlisted.

8. Non-Categorized Occupation

Thirty-seven (37) of the respondents were not employed in a job, not enrolled in college, and not enlisted in the military. Only nine (9) of these respondents were seeking employment: seven (7) in a position related to their SPJC degree and two (2) in an unrelated position.

9. Value of SPJC Preparation and Satisfaction

In the first section of the survey, graduates were asked to make a general evaluation of their SPJC experience and the level of satisfaction with programs and services. In general, most of the respondents felt that their SPJC experience was very valuable. See Table 11 for a listing of these response rates. Similarly, the majority of respondents were very satisfied with programs and services at SPJC. See Table 12 for a listing of these response rates.

Table 11. Overall Value of SPJC Experience

Extent of Value	A.A.		A.S.		Total	
	Count	%	Count	%	Count	%
Very Valuable	488	50.1%	196	57.6%	684	52.1%
Somewhat Valuable	344	35.3%	98	28.8%	442	33.6%
Neither Valuable Nor	95	9.8%	33	9.7%	128	9.7%
Not Valuable						
Less than Valuable	33	3.4%	8	2.4%	41	3.1%
Not at all Valuable	14	1.4%	5	1.5%	19	1.4%
Total	974	100%	340	100%	1314	100%

Table 12. Overall Satisfaction with Programs and Services

Extent of Satisfaction	A.A.		A.S.		Total	
	Count	%	Count	%	Count	%
Very Satisfied	482	48.5%	142	41.9%	624	46.8%
Somewhat Satisfied	363	36.5%	125	36.9%	488	36.6%
Sum of Very and Somewhat Satisfied	845	85.0%	267	78.8%	1112	83.4%
Neither Satisfied Nor Dissatisfied	110	11.1%	55	16.2%	165	12.4%
Somewhat Dissatisfied	29	2.9%	12	3.5%	41	3.1%
Very Dissatisfied	10	1.0%	5	1.5%	15	1.1%
Sum of Somewhat and Very Dissatisfied	39	3.9%	17	5.0%	56	4.2%
Total	994	100%	339	100%	1333	100%

Besides the general questions about satisfaction asked in the first section of the survey, each of the sections on work, military and other occupation asked graduates an additional two questions specifically about satisfaction: (1) how related were their SPJC studies to their occupation, and (2) how well did SPJC prepare them for their occupation. Respondents completing the college section were asked only one question, that was similar to the second question:

(1) how well did SPJC prepare them for further studies?

It is interesting to compare the responses about the value of the graduates' SPJC experience in helping them to reach their goals overall compared with SPJC experience responses in preparation for specific activities. More than eighty-five percent (85%) of the A.A. and A.S. graduates felt that their SPJC experience overall was very valuable or somewhat valuable. However, the percentage of those who felt that their SPJC experience was very valuable or somewhat valuable for each particular activity was somewhat lower. See Table 13 for a listing of the response rates.

As one might expect, the majority of A.A. respondents attending college and A.S. graduates working felt their SPJC experience was very valuable or somewhat valuable. When a graduate was involved in an activity other than the expected outcome from their degree, for example, the A.S. graduates who were attending college and the A.A. graduates who were working the valuation was lower.

Table 13. Value of SPJC Studies in Preparing Graduates for Each Activity

Activity	Extent of Value						Number in Sample*
	Very Valuable	Somewhat Valuable	Sum of Very & Somewhat Valuable	Neither Valuable nor Not Valuable	Less than Valuable	Not at all Valuable	
College							
A.A.	38.1%	37.9%	76.0%	17.4%	5.0%	1.6%	805
A.S.	33.3%	22.2%	55.5%	25.9%	11.1%	7.4%	27
All	38.0%	37.4%	75.4%	17.7%	5.2%	1.8%	832
Work							
A.A.	14.6%	28.6%	43.2%	26.1%	11.1%	19.6%	199
A.S.	41.1%	35.5%	76.6%	19.4%	1.7%	2.3%	299
All	30.5%	32.7%	73.2%	22.1%	5.4%	9.2%	498
Military							
A.A.	20.0%	0.0%	20.0%	0.0%	20.0%	60.0%	5
A.S.	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	1
All	16.7%	0.0%	16.7%	16.7%	16.7%	50.0%	6
Other							
A.A.	23.5%	17.6%	41.1%	23.5%	11.8%	23.5%	17
A.S.	35.7%	28.6%	64.3%	21.4%	0.0%	14.3%	14
All	29.0%	22.6%	51.6%	22.6%	6.5%	19.4%	31
Total							
A.A.	33.2%	35.6%	68.8%	19.1%	6.3%	5.8%	1026
A.S.	40.2%	34.0%	74.2%	20.2%	2.4%	3.2%	341
All	35.0%	35.1%	70.1%	19.4%	5.3%	5.1%	1367

*Some graduates responded to this question for more than one activity.

Preparation for Further Studies

Respondents who were enrolled in college were questioned about the value of their SPJC studies in preparing them specifically for further studies. Table 13 shows that the majority (75.0%) found their SPJC experience to be very valuable (38%) or somewhat valuable (37.4%) in preparing them for their college studies.

Preparation for Employment

In evaluating how helpful their SPJC studies were in preparing them for their jobs, A.S. respondents most often stated that their studies were very helpful (41.1%), while A.A. respondents most often stated that their studies were somewhat helpful (28.6%). Refer to Table 13 for a complete listing of these responses.

The graduates were also asked to rate the relatedness of their SPJC studies to their jobs. While the Associate in Science Degree prepares students for employment in a specific field, the Associate in Arts Degree is intrinsically different; it prepares students for transfer to a 4 year program at another college or university. As one might expect, then, the majority of the A.S. respondents rated their jobs as "very related" and largest group of A.A. respondents rated their jobs as "not at all related." Refer to Table 14 for a complete listing of these responses.

Table 14. Extent SPJC Studies are Related to Job

Extent of Relationship	A.A.		A.S.		Total	
	Count	%	Count	%	Count	%
Very Related	28	14.1%	168	56.4%	196	39.4%
Somewhat Related	28	14.1%	75	25.2%	103	20.7%
Neither Related Nor Unrelated	37	18.6%	34	11.4%	71	14.3%
Somewhat Unrelated	38	19.1%	11	3.7%	49	9.9%
Not At All Related	68	34.2%	10	3.4%	78	15.7%
Total	199	100%	298	100%	497	100%

Preparation for Military Service

Two of these respondents felt that their positions were very related to their SPJC experience, while the other four felt that their positions were not at all related to their SPJC experience. Because the respondents acknowledge little relationship between their SPJC experience and military service, it is not surprising that most respondents in the military felt that their studies at SPJC were not at all helpful in preparing them for their positions. Refer to Table 13 for a listing of the responses about satisfaction.

Preparation for Non-Categorized Occupation

Perhaps surprisingly, most (70.1%) of the respondents in this group felt that their SPJC studies were very helpful or somewhat helpful in reaching their goals. Refer to Table 13 for a complete listing of these responses.

10. Comments Made by Graduates

The final question on the survey asked graduates: "Do you have a suggestion for how SPJC might change its academic programs or student services to better prepare students for college, work, or military service? If so, please share it with us. Feel free to add any other comments about SPJC that you would like to share."

Five hundred seventy-four (574) graduates responded with comments and many made multiple comments. Six hundred six (606) of the comments were categorically similar and were encoded for statistical summary.

The comments were both positive and negative in nature. The phraseology of the question (asking for suggestions for improvement) may have prompted more suggestions for improvement than commendations. Because this study focused on SPJC only, it is unknown whether these comments are typical of the type received by other colleges from their graduates.

In compiling the comments, it became clear that several issues were frequent targets of comments. Similar comments were paraphrased and encoded so they could be counted to determine the frequency of response. The five most frequently stated comments were:

No. of Graduates

Coded (Paraphrased) Comment

- | | |
|----|--|
| 88 | Need to direct students about transferring to state/local schools. Graduates felt they didn't have enough information about what was necessary for transferring. |
|----|--|

- 60 Make classes more challenging/difficult. "JC was too easy." Graduates had difficulty adapting to 4 year college or university where much more was expected.
- 52 Need more clinical experience. Graduates felt under-prepared for their career.
- 48 ~~Alumni were very satisfied/happy with SPJC.~~
- 36 Counseling needs to be better. These were general statements such as "counseling was bad."

Counseling services were a frequent target of comments and suggestions. Some graduates met with difficulty in transferring to a four year college or university and attributed these difficulties to SPJC's counseling services. Whether these difficulties could have been avoided through SPJC's counseling services was not apparent from this study.

The level of course difficulty was another frequent issue for graduates. Sixty graduates felt that courses were not challenging enough. In addition, ten students commented about the need for more required writing at SPJC. When these students transferred to another college they had difficulty adapting to the higher level of difficulty in the courses.

Many comments were also made about Health Education programs. In particular, forty-six graduates felt under-prepared for their career; this includes 41 Nursing Program graduates (28.5% of the Nursing Program respondents). They felt the need for more clinical experience.

The working/evening students raised concerns about several issues. They felt the need for greater course availability, day care at the college for their children, later library and computer lab hours, and evening accessibility to the administration.

There were also many comments expressing happiness or satisfaction with the college. Twenty-five graduates said they loved SPJC, twenty-three said they were satisfied. Twelve graduates felt that their SPJC education was a good base for further studies or for their careers and eight attributed their success to their SPJC education. Others felt the instructors were great and seven graduates commented that they liked the counseling they received. Some graduates were happy with the academic programs, and twelve graduates even wished that they could continue their education at SPJC for a four-year degree.

The range of issues raised by the comments was wide. The final open-ended question was included to solicit responses that might point to issues requiring further study. The question presupposes that the survey could not contain all the possible issues that graduates might raise. A listing of the comments is contained in Appendix C. Any comments containing specific names have been excluded.

11. Conclusions and Recommendations

Conclusions

The respondents of this survey were typical of their graduating class. The make-up of the 1992-93 graduating class is characteristic of other SPJC graduating classes in terms of ethnicity, gender, age and program of study. Subsequently, the results from this study may be used to generalize about other recent graduating classes.

More than 85% of the graduates felt their SPJC experience was very valuable or somewhat valuable. Over 83% of the graduates were very satisfied or somewhat satisfied with SPJC's programs and services. In terms of primary goals after graduation, over 70% of the graduates planned to go to college, and approximately 28% planned to work. Over 90% achieved their primary goal. No demographic characteristics significantly affected goal achievement in this study. These percentages suggest that SPJC has a positive impact on its graduates and that the college provides the assistance needed by students to enable them to reach their goals.

The majority (94%) of A.A. graduates reported attending a four-year institution to continue their studies and 80% reported attending a Florida public university. They reported no strong preference concerning choosing a college or major first following graduation from SPJC. Over 70% of the A.A. graduates are attending their first choice college and over 71% of the A.A. graduates are enrolled in their first choice major. Although approximately 28% of the graduates indicated they are not studying what had been their preferred major, limited enrollment programs appear to have minimal effect on enrollment in the preferred major while "personal preferences" is the most compelling reason for change to a different major.

The A.S. degree is designed to prepare graduates for employment rather than enrollment in a four-year institution for further study. Over 92% of the A.S. graduates reported they were employed and almost 93% of those graduates reported they were employed in-field. Their median income was higher than for A.A. graduates with the highest income earning programs being reported for health-related majors. Most A.S. degree graduates remain in the Tampa Bay area with over 86% reporting employment in either Pinellas or Hillsborough counties. These percentages suggest that SPJC's vocational programs are providing the needed training for students to obtain employment while meeting the job availability needs of the geographical area.

Recommendations

The comments made by graduates in response to the final open-ended question¹ provide some indication of issues that may require further study. Counseling services, being a frequent target of comments and criticism, particularly by those students who continued their studies, may benefit from a more in-depth study of current students, and especially graduates' perceptions of the reliability of their advice.

Another frequently stated comment was the need for more clinical time. Considering the current move towards reducing the number of required credits for A.S. degrees, it is particularly important to consider further study about the reduction of credits and the impact on graduates. Twenty-eight and a half percent (28.5%) of the Nursing Program respondents made this *unsolicited* request for more clinical time.

Besides those recommendations for further study that arise out of the unsolicited comments made by graduates, another study that would be interesting to pursue is a follow-up of these graduates through the State University System records. Do these graduates do as well at other institutions as they did at SPJC? In addition, it would be important to check that the data offered by the graduates were accurate.

¹ This question read: "Do you have a suggestion for how SPJC might change its academic programs or student services to better prepare students for college, working, or military service? If so, please share it with us. Feel free to add any other comments about SPJC that you would like to share."

Appendix A

Survey Instruments

There are three versions of the survey; an A.A. phone interview survey; an A.S. phone interview survey; and a combined A.A. and A.S. mail-out survey. The phone surveys were designed to make the interviewing easier for the interviewers. The mail-out version of the survey was designed to simplify responding.

1992 - 1993 AS Graduate Phone Survey

Paste Label Here

Contact Attempts

	Date	Time	Disposition	Interviewer
1	/	:		
2	/	:		
3	/	:		
4	/	:		

Introduction

Hello, my name is_, and I'm calling from St Petersburg Junior College. We are calling recent graduates to find out what they are doing now and how well SPJC helped them prepare for their future. All responses are confidential. Your cooperation is voluntary—the survey should take about 5 minutes. If you have a few minutes, we'd really appreciate your help.

Phone Survey

I-1 When you first enrolled at SPJC, what did you plan to do after graduating from here?

1. 4 year college or university 3. Military
2. Work 4. Other _____

I-2a Did your goal change?

1. Yes -- ask below 2. No

I-2b If Yes: What did your goal change to?

1. 4 year college or university 3. Military
2. Work 4. Other _____

Phone Survey

I-3 Did you achieve your goal/new goal?

1. Yes 2. No

I-4a Are you currently going to college?

1. Yes - ask below 2. No

I-4b If Yes: Are you working towards a degree?

1. Yes 2. No - ask below

I-4c If not seeking a degree right now: Do you plan to seek a degree in the future?

1. Yes 2. No 3. Unsure

I-5a Are you employed?

1. Yes - ask below 2. No

I-5b If Yes: Do you work full-time or part-time?

1. Full-time 2. Part-time

I-6 Are you in the military full-time?

1. Yes 2. No

I-7 On a scale from 1 to 5, please rate how valuable your experience at SPJC, in general, was in helping you to reach your goal?

(1=very helpful, 5=not at all helpful)

1 2 3 4 5

I-8 Also on a scale from 1 to 5, please rate how satisfied you are overall with programs and services at SPJC.

(1=very helpful, 5=not at all helpful)

1 2 3 4 5

I-9 Did you participate in an internship or cooperative work experience as part of your program at SPJC?

1. Yes 2. No

I-10 On a scale from 1 to 5, how valuable do you think an internship or cooperative work experience was (would be)?

(1=very valuable, 5=not at all valuable)

1 2 3 4 5

C-1 Which college do you go to now?

C-2 What kind of college is it?

- a. 1. Private or 2. Public
b. 1. 2 year or 2. 4+ year
c. 1. Florida or 2. Out-of-state

C-3 Do you attend full-time or part-time?

1. Full-time 2. Part-time

C-7 What is your major?

C-9 Is (major from C-7) the same major you studied at SPJC?

1. Yes 2. No

C-10 How many courses for your current major did you take while at SPJC?

C-11 Please rate on a scale from 1 to 5, how well your courses at SPJC prepared you for the courses at your current college?

(1 = Excellent, 5 = Poor)

1 2 3 4 5

C-12 Approximately how many credits have you taken at (college from C-1)?

C-13 What is your approximate GPA?

Under 2 2 - 2.5 2.6 - 3 Over 3

C-14 Do you have any suggestions for how SPJC might change its programs or services to better prepare students for continuing their education? If so, please share it with us.

Uncategorized

1a Are you currently seeking employment?

1. Yes - ask below 2. No

1b If Yes: Are you looking for a position related to what you studied at SPJC?

1. Yes 2. No

Interviewer: Please use discretion in asking the following questions.

2 Please rate on a scale from 1 to 5, how helpful what you studied at SPJC is to you now?

- 1 2 3 4 5

3 Do you have any suggestions for how SPJC might change its programs or services to better help students to reach their goals. If so, please share them with us.

Military

4-1 What is your position in the military?

4-2 Please rate on a scale from 1 to 5, how well your courses at SPJC prepared you for your position?

(1=very helpful, 5=not at all)

- 1 2 3 4 5

M-3 Also on a scale from 1 to 5, please rate the extent to which your current position is related to what you studied at SPJC.

(1=very related, 5=not at all related)

- 1 2 3 4 5

M-4 Do you have any suggestions for how SPJC might change its programs or services to better prepare students for the military. If so, please share them with us.

Working

W-2a What is your occupation and job title?

W-2b Are you working in the same field as you received your degree from SPJC?

1. Yes 2. No

W-3a What is your employer's name?

W-3b In which county is your employer located?

W-4 What is your annual salary?

W-5 On a scale from 1 to 5, please rate how well your courses at SPJC prepared you for your job?

(1=very helpful, 5=not at all)

- 1 2 3 4 5

W-6 Also on a scale from 1 to 5, please rate the extent to which your job is related to what you studied at SPJC?

(1=very related, 5=not at all related)

- 1 2 3 4 5

W-7 Do you have any suggestions for how SPJC might change its programs or services to better prepare students for the working world. If so, please share them with us.

Additional Notes

1992 - 1993 AA Graduate Phone Survey

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Contact Attempts

	Date	Time	Disposition	Inter-Viewer
1	/	:		
2	/	:		
3	/	:		
4	/	:		

Introduction

Hello, my name is _____, and I'm calling from St. Petersburg Junior College. We are surveying recent graduates to find out what they are doing now and how well SPJC helped them prepare for their future. All responses are confidential. Your cooperation is voluntary... the survey should take about 10 minutes. We'd really appreciate your help.

Phone Survey

I - 1 When you first enrolled at SPJC, what did you plan to do after graduation?

1. 4 year college or university 2. Work
3. Military 4. Other _____

I - 2a Did your goal change?

1. Yes - ask below 2. No

I - 2b If Yes: What did your goal change to?

1. 4 year college or university 2. Work
3. Military 4. Other _____

Phone Survey

I - 3 Did you achieve your goal/new goal?

1. Yes 2. No

I - 4a Are you currently going to college?

1. Yes - ask below 2. No

I - 4b If Yes: Are you working towards a degree?

1. Yes 2. No - ask below

I - 4c If not seeking a degree right now: Do you plan to seek a degree in the future?

1. Yes 2. No 3. Unsure

I - 5a Are you employed?

1. Yes - ask below 2. No

I - 5b If Yes: Do you work full-time or part-time?

1. Full-time 2. Part-time

I - 6 Are you in the military full-time?

1. Yes 2. No

I - 7 On a scale from 1 to 5, please rate how valuable your experience at SPJC, in general, was in helping you to reach your goal?

(1=very helpful, 5=not at all helpful)

- 1 2 3 4 5

I - 8 Also on a scale from 1 to 5, please rate how satisfied you are overall with programs and services at SPJC.

(1=very helpful, 5=not at all helpful)

- 1 2 3 4 5

Go to section (Interviewer: Please Check)

- ____ College (# I - 4: a Yes, b Yes)
____ Working (Not College, # I - 5: Yes)
____ Military (# I - 6: Yes)
____ Uncategorized

College

C - 1 Which college do you go to now?

C - 2 What kind of college is it?

- a. 1. Private or 2. Public
- b. 1. 2 year or 2. 4+ year
- c. 1. Florida or 2. Out-of-state

C - 3 Do you attend full-time or part-time?

1. Full-time 2. Part-time

The next 2 questions are about your thoughts when you were selecting a college to attend after graduating from SPJC:

C - 4 Which did you decide about first - your major or the college you wanted to attend?

(In other words, did you decide about a major first then find a college which has a good reputation for that major or did you decide which college you wanted to attend and then find a major there that you liked?)

1. Major first 2. College first

C - 5 What else did you consider when choosing a college? (circle any mentioned)

- | | |
|------------------------|------------------------|
| 1. Academic Reputation | 6. Geographic location |
| 2. Courses offered | 7. Costs |
| 3. Social reputation | 8. Financial aid |
| 4. Athletic program | 9. Family attended |
| 5. Close to home | 10. Other: _____ |
- _____

C - 6a Is (name of college from C - 1) the college you most wanted to go to after SPJC?

1. Yes 2. No - ask below

C - 6b If No: Which college was your first choice?

C - 6c What kept you from attending your first choice college?

1. Geographic distance 4. Family responsibilities
2. Lack of financial aid 5. Costs
3. Applied but rejected 6. Other: _____
- _____

C - 7 What is your major?

C - 8a Was this major your first choice?

1. Yes 2. No - ask below

C - 8b If No: Which major was your first choice?

C - 8c What kept you from your first choice major? (Circle any mentioned)

1. Applied but rejected 3. GPA too low
2. Parental preferences 4. Other: _____
- _____

C - 9 Is (major from C - 7) the same major you studied at SPJC?

1. Yes 2. No

C - 10 How many courses for your current major did you take while at SPJC? _____

C - 11 Please rate on a scale from 1 to 5, how well your courses at SPJC prepared you for the courses at your current college?

(1 = Excellent, 5 = Poor)

- 1 2 3 4 5

C - 12 Approximately how many credits have you taken at (college from C - 1)? _____

C - 13 What is your approximate GPA?

Under 2 2 - 2.5 2.6 - 3 Over 3

C - 14 Do you have any suggestions for how SPJC might change its programs or services to better prepare students for continuing their education? If so, please share it with us.

(Use back side)

Uncategorized

U - 1a. Are you currently seeking employment?

1. Yes - ask below 2. No

U - 1b. If Yes: Are you looking for a position related to what you studied at SPJC?

1. Yes 2. No

Interviewer:

Please use discretion in asking the following questions.

U - 2. Please rate on a scale from 1 to 5, how helpful what you studied at SPJC is to you now?

- 1 2 3 4 5

U - 3. Do you have any suggestions for how SPJC might change its programs or services to better help students to reach their goals. If so, please share it with us.

Military

M - 1. What is your position in the military?

M - 2. Please rate on a scale from 1 to 5, how well your courses at SPJC prepared you for your position?

(1=very helpful, 5=not at all)

- 1 2 3 4 5

M - 3. Also on a scale from 1 to 5, please rate the extent to which your current position is related to what you studied at SPJC.

(1=very related, 5=not at all related)

- 1 2 3 4 5

M - 4. Do you have any suggestions for how SPJC might change its programs or services to better prepare students for the military. If so, please share them with us.

Working

W - 1. Why did you decide to work full-time instead of going to college?

1. Finances 2. Family obligations

3. Other _____

W - 2. What is your occupation and job title?

W - 3. What is your employer's name?

W - 4. What is your annual salary?

W - 5. On a scale from 1 to 5, please rate how well your courses at SPJC prepared you for your job?

(1=very helpful, 5=not at all)

- 1 2 3 4 5

W - 6. Also on a scale from 1 to 5, please rate the extent to which your job is related to what you studied at SPJC?

(1=very related, 5=not at all related)

- 1 2 3 4 5

W - 7. Do you have any suggestions for how SPJC might change its programs or services to better prepare students for the working world. If so, please share it with us.

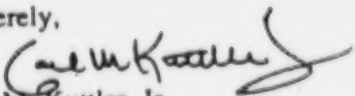
Additional Notes:

ST. PETERSBURG JUNIOR COLLEGE

Dear SPJC Graduate,

As part of our follow-up study of alumni, we are writing to you to ask for your help in evaluating how well SPJC has prepared you for your future. Please take a few minutes to answer the following questions. All of your answers will be kept confidential and used only in combination with the responses of other alumni. Thank you for your help.

Sincerely,


Carl M. Kuttler, Jr.
President

SECTION 1

1. Think back to when you first enrolled at SPJC. What did you plan to do after graduating from SPJC? (Circle one)
 1. continue studying at a 4-year college or university
 2. work
 3. military service
 4. other _____
2. Did your goal from question one change? (Circle one)
 1. No, my goal did not change.
 2. Yes, I decided to continue at a 4 year college or university instead.
 3. Yes, I decided to go to work instead.
 4. Yes, I decided to enter the military instead.
 5. Yes, I decided to do something else instead. Please specify.

3. On a scale from 1 to 5, please rate how valuable your experience at SPJC, in general, was in helping you to reach your goal.
(Please circle the number)
(1 = very helpful, 5 = not at all helpful)
1 2 3 4 5
4. Also on a scale from 1 to 5, please rate how satisfied you are overall with academic programs and student services at SPJC.
(Please circle the number)
(1 = very satisfied, 5 = not at all satisfied)
1 2 3 4 5
5. Did you participate in an internship or cooperative work experience as part of your program at SPJC?
 1. Yes
 2. No
6. On a scale from 1 to 5, how valuable do you think an internship or cooperative work experience was (would be)?
(1 = very valuable, 5 = not at all valuable)
1 2 3 4 5
7. Are you currently (during the Fall and Spring semesters) going to college? (Circle one)
 1. No, I am not currently attending college.
 2. No, I am not currently attending college as I have just graduated with my bachelor's degree in the Spring of 1994.
 3. Yes, I am currently enrolled in a degree program, working towards a degree.
 4. Yes, I am taking courses but I do not plan to earn a degree in the future.
 5. Yes, I am taking courses. I am not currently enrolled in a degree program, however I plan to seek a degree in the future.
 6. Yes, I am taking courses but I am not sure whether I will pursue a degree.
8. Are you employed? (Circle one)
 1. No, I am not currently employed.
 2. Yes, I work full-time in a job related to my studies at SPJC.
 3. Yes, I work full-time in a job not related to my studies at SPJC.
 4. Yes, I work part-time in a job related to my studies at SPJC.
 5. Yes, I work part-time in a job not related to my studies at SPJC.
9. Are you in the military full-time? (Circle one)
 1. Yes
 2. No

SECTION 2: College

If you have graduated with a bachelor's degree in the Spring 1994 or if you are currently seeking a degree, please complete this section. Otherwise, please skip to Section 3: Work.

1. Please write the name of your college here:

2. Please describe the college from which you will receive or have received your Bachelor's degree. (Please circle one from each pair that best describes your college.)

- | | | |
|----------------|----|-----------------|
| a. 1. private | or | 2. public |
| b. 1. two-year | or | 2. four-year |
| c. 1. Florida | or | 2. out-of-state |

3. Do you attend college full-time or part-time during the normal school year? (Circle one)
- | | |
|--------------|--------------|
| 1. full-time | 2. part-time |
|--------------|--------------|

The next two questions are about your thoughts when you were selecting a college to attend after graduating from SPJC:

4. Which did you decide about first - your major or the college you wanted to attend? (In other words, did you decide about a major first then find a college which has a good reputation for that major or did you decide which college you wanted to attend and then find a major there that you liked?) (Circle one)
- | | |
|----------------|------------------|
| 1. major first | 2. college first |
|----------------|------------------|

5. What else did you consider when choosing a college? (Circle any that you considered)
- | | |
|------------------------|----------------------------|
| 1. academic reputation | 6. geographic location |
| 2. courses offered | 7. costs |
| 3. social reputation | 8. financial aid available |
| 4. athletic program | 9. family attended |
| 5. close to home | 10. size of institution |
| 11. other _____ | |

6. Is the college that you are attending the college that you most wanted to go to after SPJC? (Circle one)
- | | |
|--------|--|
| 1. Yes | 2. No If not, which college was your first choice? |
|--------|--|

What kept you from attending your first choice college? (Circle all that apply)

- | |
|----------------------------|
| 1. geographic distance |
| 2. lack of financial aid |
| 3. applied but rejected |
| 4. family responsibilities |
| 5. costs |
| 6. other _____ |

7. What is your major?

8. Was this major your first choice? (Circle one)
- | | |
|--------|--|
| 1. Yes | 2. No If not, which major was your first choice? |
|--------|--|

What kept you from your first choice major? (Circle all that apply)

- | |
|-------------------------|
| 1. applied but rejected |
| 2. personal preferences |
| 3. GPA too low |
| 4. other _____ |

9. Is your current major the same subject that you studied at SPJC? (Circle one)
- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

10. How many courses for your current major did you take while you were at SPJC? (In other words, how many courses transferred specifically into your major?) _____

11. Approximately how many credits have you taken at your current college? (Please do not include the credits that you transferred from SPJC) _____

12. Please rate on a scale from 1 to 5, how well your courses at SPJC prepared you for the courses at your current college. (Please circle) (1 = very well, 5 = not at all well)
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

13. What is your approximate GPA at your current college? (Please circle)
- | | | | |
|-----------|-----------|-----------|--------|
| under 2.0 | 2.0 - 2.5 | 2.6 - 3.0 | over 3 |
|-----------|-----------|-----------|--------|

SECTION 3: Work

If you are currently working please complete this section. Otherwise, please skip to Section 4.

1. Why did you decide to work full-time instead of going to college? (Circle any that apply)
 1. I had difficulty with finances
 2. I have other family obligations
 3. I am already in a job
 4. I didn't take a transfer program
 5. There is no BA/BS program offered in my field
 6. A bachelor's degree is not required for my job
 7. My GPA was too low to get into the program or college that I wanted to attend.
 8. I am no longer interested in continuing my education.
 9. Other _____
2. What is your occupation and job title?

3. Are you working in the same field as you received your degree from SPJC? (Circle one)
 1. yes
 2. no
4. What is your employer's name?

5. In which county is your employer located?

6. What is your approximate annual salary?

7. On a scale from 1 to 5, please rate how well your courses at SPJC prepared you for your job. (Please circle)
(1 = very well, 5 = not at all well)

1	2	3	4	5
---	---	---	---	---
8. Also on a scale from 1 to 5, please rate the extent to which your job is related to what you studied at SPJC. (Please circle)
(1 = very related, 5 = not at all related)

1	2	3	4	5
---	---	---	---	---

SECTION 4: Military

Please complete this section if you are serving in the military. Otherwise, please skip to Section 5.

1. What is your position in the military?

2. Please rate on a scale from 1 to 5 how well your courses at SPJC prepared you for your position. (Please circle)
(1 = very well, 5 = not at all well)

1	2	3	4	5
---	---	---	---	---
3. Also on a scale from 1 to 5, please rate the extent to which your position is related to what you studied at SPJC. (Please circle)
(1 = very related, 5 = not at all related)

1	2	3	4	5
---	---	---	---	---

SECTION 5

If you are not in college, not working, or not in the military, please complete this section. Otherwise, please skip to Section 6.

1. Are you currently seeking employment? (Please circle one)
 1. Yes, I am seeking a position related to my studies at SPJC.
 2. Yes, I am seeking a position not related to my studies at SPJC.
 3. No, I am not currently seeking employment.
2. Please rate on a scale from 1 to 5, how helpful your studies at SPJC are to you now. (Please circle)
(1 = very helpful, 5 = not at all helpful)

1	2	3	4	5
---	---	---	---	---
3. Please share with us what you are doing now.

SECTION 6

Do you have a suggestion for how SPJC might change its academic programs or student services to better prepare students for college, working, or military service? If so, please share it with us. Feel free to add any other comments about SPJC that you would like to share.

Thank you very much for taking your time to complete this survey. The results will play a very important part in helping St. Petersburg Junior College evaluate its programs and services and continue to provide high quality education for the community.

Please return your completed survey in the enclosed self-addressed, stamped envelope. If that is not available, please mail the survey to: Dr. Susanne Fischer, Office of Institutional Research, St. Petersburg Junior College, P.O. Box 13489, St. Petersburg, FL 33733.

Appendix B

Response Rates by Program

<u>Program Name</u>	<u>Graduates</u>	<u>Respondents</u>	<u>Response Rate</u>
Associate in Arts	1858	1018	54.8%
Associate in Science:			
Accounting Technology	11	7	63.6%
Architectural Design & Construction Technology	4	3	75.0%
Aviation Administration	1	0	0.0%
Building Construction Technology	2	0	0.0%
Business Administration & Management	34	15	44.1%
Child Development and Education	4	2	50.0%
Computer Information Systems Analysis	3	1	33.3%
Computer Programming and Applications	12	4	33.3%
Criminal Justice Technology	2	0	0.0%
Dental Hygiene	39	25	64.1%
Electronics Engineering Technology	9	2	22.2%
Emergency Medical Technology	12	5	41.7%
Executive Office Administration	5	0	0.0%
Fashion Design	14	1	7.1%
Fashion Marketing Management	5	2	40.0%
Financial Services/Banking	3	1	33.3%
Fire Science Technology/Fire Suppression	3	3	100.0%
Fire Science Technology/Fire Prevention	2	0	0.0%
General Business (Deaf only)	1	1	100.0%
Graphic Design Technology	9	1	11.1%
Health Info Management/Medical Records Tech	31	20	64.5%
Health Services Management	5	3	60.0%
Human Services (Alcohol/Substance Abuse)	1	0	0.0%
Human Services (Mental Health/Development)	2	0	0.0%
Interior Design Technology	8	3	37.5%
Law Enforcement	10	2	20.0%
Legal Assistant	31	21	67.7%
Marketing Management	13	5	38.5%
Medical Laboratory Technology	4	4	100.0%
Nursing (R.N.)	316	144	45.6%
Office Systems Technology/Legal Office Mgt.	2	1	50.0%
Office Systems Technology/Word Processing Mgt.	11	8	72.7%
Physical Therapist Assistant	37	14	37.8%
Professional Pilot Technology	7	2	28.6%
Radiography Technology	32	19	59.4%
Respiratory Care	14	4	28.6%
Veterinary Technology	38	17	44.7%
Vision Care Technology	1	0	0.0%
A.S. Total	737	340	46.1%

Appendix C: Comments

Comments Made by Multiple Respondents

<u>No. of Graduates</u>	<u>Comments</u>
-----------------------------	-----------------

Counseling

- | | |
|----|--|
| 88 | Need to direct students about transferring to state/local schools. Graduates felt they didn't have enough information about what was necessary for transferring. |
| 36 | Counseling needs to be better. These were general statements such as "counseling was bad." |
| 22 | Need more career counseling. Alumni felt uninformed about options for careers. |
| 16 | Need to better inform students about JC programs and services. Graduates not aware of the options available to them. |
| 14 | Received inaccurate advice from counselors which affected transferring to 4 year college or university. |
| 10 | Received inconsistent information from counseling. Different counselors gave different, sometimes conflicting advice. |
| 7 | Need more counseling. |
| 7 | Liked counseling or counselors. |

Registration

- | | |
|----|---|
| 14 | Add telephone registration. |
| 13 | Need more course availability for working students. |
| 8 | Update registration process. |
| 8 | Need greater course availability. |
| 4 | Make more honors courses available. |
| 3 | Transferring records was difficult/stressful. |

Library

- | | |
|---|-----------------------------------|
| 2 | Library was effective/useful. |
| 2 | Library was not effective/useful. |
| 2 | Library was not open late enough. |

Personnel

- | | |
|----|--|
| 11 | Instructors were great. They worked closely with students. |
| 7 | Instructors seemed disinterested in whether or not the students were learning. |
| 6 | Administration seemed unapproachable and uninformed/unhelpful. |

Courses/Curriculum

- 60 Make classes more challenging/difficult. "JC was too easy." Had difficulty adapting to the 4 year college or university where much more was expected.
- 52 Need more clinical experience. Felt underprepared for their career.
- 12 Wished that they could continue their education at SPJC for a 4 year degree.
- 11 Need more realistic/'real world' applications taught.
- 10 Require more writing. Had difficulty adapting to 4 year college or university where much more was expected of them.
- 9 Update curriculum.
- 9 Felt SPJC education was a good base for further studies.
- 8 Felt success was due to their SPJC education.
- 6 Update technology.
- 6 Were happy with academic programs.
- 3 Felt SPJC education was a good base for their careers.
- 2 Need more computer education.
- 2 Pattern programs more like 4 year programs to facilitate transferring.

Miscellaneous

- 25 Loved SPJC.
- 23 Were satisfied with SPJC.
- 17 Some credits didn't transfer to 4 year college or university.
- 7 Parking is a problem.
- 5 Financial Aid was not helpful (people were not knowledgeable).
- 3 Need day care for working/evening students.
- 2 Need to build SPJC community.

Comments Made by Individual Respondents

ACADEMIC DEPARTMENTS/PROGRAMS

Nursing Program

"Someone needs to clarify what needs to be told to incoming persons who are interested in Nursing. Also treat people nicer before entering the program. After you're in you're treated like gold. The door seems to be closed. Many myths about program which scare students."

"Nursing Program needs improvement, did not transfer to USF."

"Not a lot of consistency in the Nursing program. Structure of the program was always changing-a lot of changes happening at last minute. Too many surprises."

"Nursing needed to be more organized."

"Longer program"

"Nursing Program needs more hard sciences. More medicine. So nurses could be more competent medical professionals."

"Nursing program should be changed. Expand it so that more can get in."

"Need more practicals in Nursing program, more accurate to real life."

"Internship should be mandatory, CNA leading to RN."

"Teach students more what LPN and ancillary health care workers are allowed to do by license."

"Clinical studies different from "real world". Would love to tell students about what working is like."

"Clinical Skills checklist shouldn't be done on a dummy only."

"Should take harder patients (bedridden) rather than easiest ones."

"Bigger patient load. Need to extend the time frame for clinical. Need smaller classes. Most of the instructors are on an ego base. Instructors are not pleased when students question their judgment."

"Left advanced Nursing Skills for last semester. Include these materials gradually over the whole time"

"Administration take Nursing more seriously."

"Organizational problem in nursing program - assignment to medical centers changed week before - very bad for evening program especially those working."

"Offer more classes to shorten waiting list for Nursing or Dental."

Other Health Programs

"Many students travel from outlying areas to attend the Hygiene Program. If the college could cooperate with practices in those areas it would benefit the students who live out there. They could make visits to say a Brandon office rather than travel here."

"Hygiene Program: Pharmacology should have been two semesters."

"I question the high attrition rate in the program [Radiography]. It didn't need to be 6 straight sessions, 4 is enough. A break in the summer would be beneficial to the student both physically and psychologically."

"Program excellent--real tough." [Radiography]

"Communication problems with the Director of EMS program and teachers of EMS program."

"Change of personnel within the EMS program."

"Medical programs are very limited and it causes students to change their degree and go to other colleges. Medical classes are too rare."

"Make Health programs more available."

Legal Assisting Program

"Legal Asst. was taught by lawyers, should have been taught by other legal asst."

"Some of the attorneys were not very good teachers. The program should provide more in-depth about the legal system."

"Have more legal classes at CLW and TS. Investigations could have been broader and more in depth."

Fine Arts/ Humanities / Graphic Arts Program

"Graphic design tech course the one dealing with materials should be a pre-requisite for other courses."

"Academics at JC were not helpful for Art/Graphics"

"Broaden Fine Arts dept."

"Great Art dept. Internships important from Art dept.."

"Teach more religious & fine arts courses. Technological training geared toward alternate energy sources, such as solar power."

"Promote the arts more. Theater."

"AA courses were a bunch of crap. Other schools won't accept the credits. Western Humanities is unnecessary. Don't need to identify paintings, music, etc."

"Need more course directed at major. Forget Western Civilization"

"Expand on visual Mass Com. dept."

"[Child Development and Education] Gear towards the younger kids - 12 mos to 2 years."

Natural Science

"Biology II should be offered. Microbiology is not a course that USF accepts; therefore JC should get more in line with USF curriculum"

"Felt Chemistry classes were a little weak."

"The instructor in chemistry loves to embarrass the students in front of the class. The students also need respect."

"Make science courses harder"

"Better Physics dept."

"SPJC needs to offer more lab experience for science majors, and more computer experience"

Mathematics

"Math department was great. Made a difference."

"Math courses needed were not offered. He had already had Calculus, USF Statistics course."

"College Math needs to be restructured. More hours with the same content."

"The self-paced math classes were very good, especially helpful for a student returning to college. I would like to see a mentor program implemented in the future."

Business / Computer Science

"Offer more communications courses (business communications)"

"Computer Programming: could have used Advanced Studies "C", "

"Give basic training in computer for all courses because you have to know some things in computers these days."

"Business program needs to be more practical than theoretical."

"CLW campus needs a better accounting dept."

"Offer more practical courses --business oriented--taught by professionals in the field."

Ethics

"Conservative religions seemed to influence how classes were taught, especially Ethics, American Gov't, and Photography (classic nudes were not allowed). In Ethics class the instructor stopped discussions when they went left. Left and liberal not allowed."

"Ethics course doesn't teach people how to be ethical, too superficial."

"Change Ethics course to be more understandable."

"Ethics class wasn't good"

"Liked Ethics."

"Ethics courses go into too much detail"

Internships

"Make more co-ops available"

"6 - 10 months of internship program would be very beneficial."

"Offer more practical courses - business oriented - Professionals in the field."

"Should have more job related programs."

"Be able to earn credits from Work experience."

Miscellaneous

"Federation Interior Design Educ.- To get FIDER accreditation; I do believe it would make JC strong. It would make transfer for students easier. Also advertising the Interior Design program a little more."

"Liked Personal Wellness class."

"Physical education shouldn't be required after a certain age."

"2 TV courses - couldn't get assistance - teachers seemed overloaded and thus weren't available for students who took TV courses. Not convenient for a working student."

"No TV courses."

"More self paced courses"

"Too many unnecessary classes."

"Not require so many electives."

"Offer more classes in people skills, organizational skills, etc."

"Include more Liberal Arts in AS programs."

AA Degree Program

"More flexibility requirements for AA"

"Open up more prerequisite courses for the 4 year programs."

"Do something to prepare students for larger class sizes at 4 year institutions."

"Re- evaluate courses based on 4- year curriculum."

"More courses pertaining to actual 4 year programs."

"Didn't accept the weekend computer courses at 4 year college. Took 3 or 4 and only accepted 1"

"SPJC has three part semesters, UF has two part semesters; student thought he had done the work when he finished the second part at JC."

"Counselor at CLW campus suggested IDS. Excellent prep for 4 year college."

"3 freshman courses had to be taken at UNF."

"Require only the minimum requirements for degree seeking students. I found myself taking extra classes just to fulfill JC requirements. I think only required classes for 4 year institutions should be required to receive an AA."

Courses

"More class offerings at Tarpon campus."

"More variety of courses at each campus so as not to force students to travel between campuses so much. Cost of tuition getting too high." Need more practical applications/hands on work in classroom situations."

"Offer a course in the use of the library. She works there and so many students don't know how to use the resources. This would seriously help their grades in research papers, etc"

STUDENT SERVICES

Student Programs

"I have been in deaf program for 3 years. It is a very great program."

"Deaf program was excellent."

"The Woman on the Way program is a wonderful program. I would like to see more awareness of the program at the St. Pete campus where there seems to be less support."

"Not enough pro-active programs for Black community at CLW campus"

"Minority students programs were good."

"Project success was good. Everyone should have a mentor."

Activities

"Better understanding towards clubs and organizations"

"Too much money is being spent on athletics."

"Got a lot out of student gov't."

"Have more activities."

"Spjc is more geared towards younger people. More evening social activities would be welcome."

"In house day care would be very helpful."

"Need more support and activities for night students. Try to involve students families - especially the kids. Without that involvement, students feel extra stress. Kids compete with the school."

Counseling/Advisement

"Counseling dept. could do more to gear it towards the working people. If possible, satellite some classes to work places - like NOVA Goes to Paradyne."

"I think that during orientation students should be assigned a counselor for their time at SPJC."

"Need over-traditional-age student transfer counselor."

"Have one specific counselor for each student so they know who they are dealing with."

"Include course transferability in course description book."

"Inaccurate advice caused this student to take 6 extra credits than he needed. Time and money wasted."

"Make counseling one on one. The students shouldn't feel like a number."

"Student needed two classes to get into sociology/psychology at UF.. Counselors didn't tell her about it so she had to change her major."

"Check with colleges like USF to offer courses that will transfer. Moved in from out of state, needed other courses that transferred to USF for Elem. Ed. degree. Make sure that all students know Gordon Rule. Took 1 semester to find out about the writing requirement."

"I was not informed about the min. 60 hrs. required at USF + I was instructed to continue taking courses at JC (since they would transfer, less expensive, closer to home, etc.)"

"He was told that his GPA was low and that he could not get into USF and that he would have to take classes over. When he checked on this he found out that this was not the case."

"Student services (concerning counselors and financial advisors) could be greatly improved by

giving accurate and consistent information in regards to student's academic concerns. I feel that each counselor has conflicting information which leaves the student feeling confused and angry."

"Have counselors tell students to aim higher."

"Switched degrees due to false info from counselors."

"There should be a better emotional and psychological support group for students, less formal."

"Had to make an express class for Accounting the last ten weeks even though it was known about it being needed at UF. He kept checking to make sure he had everything up to date and finally he realized he needed this course the last 10 weeks."

Financial Aid Office

"Should gear services more towards working student, offer more in terms of night classes; most students need to work to go to school."

"Make it easier for people to meet their financial aid."

"Need more scholarships."

"Financial aid needs to be more understanding of young independents."

"Loans sponsored by college at low interest to help people that fall between the cracks in student aid."

Records/Registration

"More assistance for night students getting enrolled."

"Administration should be open in the evening hours."

"The attitude in registration, admissions, etc., better be improved so that these people realize the students are customers for quality improvement opportunities. I'm not sure I'd recommend SPJC because of this."

"Registration and financial aid is very bad in dealing with the students."

"Records office definitely needs help. Made transfer process very lengthy."

Job Placement

"Colleges should interview companies to find out what kind of employees they want. Students should be more hands on in fields related to studies."

"The college should take more initiative in contacting businesses and soliciting them into sponsorship of work/career related programs."

"Job placement office never offers anything for Tampa. Information on sources in interior design would be helpful. Nice if included in a class."

"Be more honest about the job market. WordPerfect and typing required. More stringent admission requirements."

"Contact local businesses to find out what is in demand to recommend which courses students should take."

Other Miscellaneous

"Treated poorly as students in night program."

"Does not treat older students very well. Need to direct programs/services more towards older students."

COLLEGE FACULTY/STAFF

"More time with instructors."

"I feel that teachers and professors should be evaluated regularly, regardless of tenure or seniority."

"Have the evaluations the students write on the teachers have more impact."

"Improve social interaction between faculty and students. Make JC into a place students belong to not just a school that you just show up for class and then leave."

"The evening teachers are not totally with the students. Especially the teachers who teach at the high schools. Some of them who teach in the days and evenings are very good."

"More attention to review sheets students fill out."

"Instructors should be practicing in field."

"Needs more teachers with experience in the field that they are training."

"Faculty should continue to upgrade themselves, continuing ed. in their field."

"Students didn't feel comfortable asking questions of the advisors or professors. Need to be encouraged to do so because it is imperative to do this at 4 year colleges."

"Didn't know how many liberal ideas are pushed on you, gives false view of reality. Teachers just as open with discussions in allowing students to voice their opinions. Seemed to endorse Humanism and Atheism. Video courses were a great asset."

FACILITIES

"Should have covered walkways so students don't get wet. Deaf program was excellent."

"Update the labs."

"Computer labs are not available enough. Working students have little opportunity to use."

"Tarpon campus small but very nice. Library needs improvement, had to go to CLW campus."

"Labs were understocked."

COLLEGEWIDE POLICIES/PROCEDURES

"Less stringent entry requirements."

"Communication within JC depts. and administration needs to be improved."

"Need a firm attendance rule."

"Change the attendance policy to make it not mandatory to attend classes when something important interferes."

"Better match requirements of 2 year degrees to 4 year programs."

"I would recommend SPJC encourage students to work in teams."

"Tell the students about the CLAST requirements so that they can prepare themselves better."

"My only disappointment with the SPJC program is with the foreign language requirement. The policy with the state is 2 semesters before a BA will be awarded. USF - where many students go - does not offer beginning FL classes. SPJC will allow USF students to take these classes there after enrolling at USF, but USF does not give credit (hourly credit) if these classes are taken after graduation from SPJC. They only count toward meeting the foreign language requirement. That is frustrating."

"Forewarn students of increased difficulty at upper level colleges."

OTHER

"SPJC gave me a whole life and the confidence to have a new life."

"Extremely disappointed in graduation ceremony. Four hours and mostly a marketing speech for college. Many graduates left early. Very disappointing. Waste of time talking about money, new buildings. Terrible for graduates to have to sit through."

Appendix D

Colleges Attended By 1992-93 Graduates

4 year in-state public school

Florida Agricultural and Mechanical University (7)
 Florida Atlantic University (1)
 Florida State University (74)
 University of Central Florida (53)
 University of Florida (58)
 University of North Florida (2)
 University of South Florida (511)
 University of West Florida (2)

2 year in-state public school

Broward Community College (1)
 Central Florida Community College (1)
 Hillsborough Community College (7)
 Manatee Community College (1)
 Pinellas Technical Education Center (7)
 Polk Community College (1)
 Saint Petersburg Junior College (38)
 Tallahassee Community College (1)

4 year in-state private school

Barry University (3)
 Eckerd College (15)
 Embry-Riddle Aeronautical University (2)
 Flagler College (2)
 Florida Southern College (2)
 International Academy of Merchandising & Design (2)
 Jacksonville University (1)
 Nova University (3)
 Ringling School of Art and Design (1)
 Rollins College (1)
 Saint Leo College (1)
 Southeastern College of the Assemblies of God (1)
 Stetson University (1)
 Tampa College (2)
 University of Miami (1)
 University of Tampa (7)

4 year out-of-state public school

Auburn University (1)
 Austin Peay State University (1)
 Eastern Kentucky University (1)
 Fort Lewis College (1)
 Hunter College CUNY (1)
 Indiana University (1)
 John Jay College CUNY (1)
 North Carolina State University (1)
 Ohio State University (1)
 "Rutgers, The State University of New

Jersey" (1)

San Diego State University (1)
 Southern College of Technology (1)
 University of Colorado (1)
 University of Idaho (1)
 University of Kansas (1)
 University of Nevada (1)
 University of North Carolina (1)
 Wright State University (2)

2 year out-of-state public school

Aiken Technical College (1)
 Coastal Carolina Community College (1)
 Sante Fe Community College (2)

4 year out-of-state private school

Asbury College (1)
 Devry Institute of Technology (1)
 Dowling College (1)
 Duquesne University
 George Washington University (1)
 La Salle University (1)
 Lees-McRae College (1)
 Mercer University (1)
 Meredith College (1)
 Montreat-Anderson College (1)
 Mount Olive College (1)
 National-Louis University (2)
 New York Institute of Technology (1)
 Northwestern University (1)
 Regent University (1)
 Rochester Institute of Technology (1)
 Southern College of Seventh-Day Adventist (1)
 Troy State University (1)
 University of Dubusque (1)

School Unknown

****Boston Music (Conservatory) (1)
 ****Geontological Institute (1)
 ****Humana Health (1)
 ****Sanford U (Stanford or Samford) (1)
 ****Segal Inst. (1)
 ****Southbonne (1)
 ****Trinity (College or University) (1)

Appendix E

Value of SPJC Preparation for Each Activity

Extent of Value	College		Work		Military		Other		Total		
	A.A.	A.S.	A.A.	A.S.	A.A.	A.S.	A.A.	A.S.	A.A.	A.S.	All
Very Valuable	38.1%	33.3%	14.6%	41.1%	20.0%	0.0%	23.5%	35.7%	33.2%	40.3%	35.0%
Somewhat Valuable	37.9%	22.2%	28.6%	35.5%	0.0%	0.0%	17.6%	28.6%	35.6%	33.8%	35.1%
Neither Valuable nor Not Valuable	17.4%	25.9%	26.1%	19.4%	0.0%	100%	23.5%	21.4%	19.1%	20.3%	19.4%
Less than Valuable	5.0%	11.1%	11.1%	1.7%	20.0%	0.0%	11.8%	0.0%	6.3%	2.4%	5.3%
Not at all Valuable	1.6%	7.4%	19.6%	2.3%	60.0%	0.0%	23.5%	14.3%	5.8%	3.2%	5.1%
Number in Sample	805	27	199	298	5	1	17	14	1026*	340	1366*

* These numbers exceed the number of respondents because some respondents completed this question for more than one activity.

Appendix F

Comparison of SPJC GPA to New GPA by Degree

Associate of Arts Degree Respondents

	St. Petersburg Junior College Grade Point Average									
New GPA	<2.0		2.0-2.5		2.6-3.0		>3.0		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
<2	0	0.0%	1	0.1%	3	0.4%	1	0.1%	5	0.6%
2-2.5	1	0.1%	30	3.7%	27	3.3%	14	1.7%	72	8.9%
2.6-3	0	0.0%	35	4.3%	115	14.3%	78	9.7%	228	28.3%
>3	0	0.0%	24	3.0%	105	13.0%	373	46.2%	502	62.2%
Total	1	0.1%	90	11.2%	250	31.0%	466	57.7%	807	100.0%

Associate of Science Degree Respondents

	St. Petersburg Junior College Grade Point Average									
New GPA	<2.0		2.0-2.5		2.6-3.0		>3.0		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
<2	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2-2.5	0	0.0%	0	0.0%	1	3.4%	0	0.0%	1	3.4%
2.6-3	0	0.0%	1	3.4%	6	20.7%	2	6.9%	9	31.0%
>3	0	0.0%	0	0.0%	7	24.1%	12	41.4%	19	65.5%
Total	0	0.0%	1	3.4%	14	48.3%	14	48.3%	29	100.0%

All Respondents

	SPJC Grade Point Average									
New GPA	<2.0		2.0-2.5		2.6-3.0		>3.0		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
<2	0	0.0%	1	0.1%	3	0.4%	1	0.1%	5	0.6%
2-2.5	1	0.1%	30	3.6%	28	3.3%	14	1.7%	73	8.7%
2.6-3	0	0.0%	36	4.3%	121	14.5%	80	9.6%	237	28.3%
>3	0	0.0%	24	2.9%	112	13.4%	385	46.1%	521	62.3%
Total	1	0.1%	91	10.9%	264	31.6%	480	57.4%	836	100.0%

Appendix G

Average Salary by A.S. Program

<u>Program Name</u>	<u>Number of Graduates Employed Full-Time*</u>	<u>Average Salary</u>
Accounting Technology	2	\$20,500
Architectural Design & Construction Technology	1	14,000
Business Administration & Management	8	25,688
Computer Programming and Applications	3	29,333
Dental Hygiene	16	33,594
Electronics Engineering Technology	1	43,000
Emergency Medical Technology	2	28,000
Fashion Design	1	10,000
Fire Science Technology	1	30,000
General Business (Deaf only)	1	13,000
Health Info Management/Medical Records Tech	12	23,917
Health Services Management	1	25,500
Interior Design Technology	2	4,250
Legal Assistant	14	21,129
Medical Laboratory Technology	3	27,333
Nursing (R.N.)	101	30,853
Office Systems Technology	5	16,660
Physical Therapist Assistant	11	32,409
Radiography Technology	13	26,308
Veterinary Technology	10	15,600

*This includes only those respondents who are employed full-time in the field of degree and who agreed to disclose their salary.